

ESEA FOR LEAS

Part 2(a): Components of the Title I Schoolwide Plan

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Where You Should Be Now?

- ✓ *Title I Schoolwide Team established.*
- ✓ *Comprehensive Needs Assessment conducted.*
- ✓ *Needs identified, clarified, and prioritized.*
- ✓ *Purpose established.*

COMPREHENSIVE NEEDS ASSESSMENT

What do the results suggest about...

- ☐ *student achievement?*
- ☐ *school and LEA leadership?*
- ☐ *curriculum and instruction?*
- ☐ *assessment?*
- ☐ *climate, culture, communication?*
- ☐ *resources?*
- ☐ *making changes?*

What is a Title I Schoolwide Program?

Purpose

- Comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.

Goal

- Ensures that **ALL** students – particularly those who are low-achieving – meet and exceed levels of achievement on state academic standards.

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Scientifically Based Research

- According to [ESEA 9101 \(37\)](#), scientifically based research (SBR) is “research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.”

Selecting Best Practices and Instructional Strategies

- ✓ Determine the relationship between the SBR and the data. (Is this the best method?)
- ✓ Assess the return on investment. (Is this worth the cost?)
- ✓ Determine the breadth of impact. (How many will this serve?)
- ✓ Assess immediate impact versus long term results. (Will this be a quick fix or demonstrate continuous improvement?)
- ✓ Judge sustainability. (What are the short term and long term costs, effects, etc.?)

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Parental Involvement	The Schoolwide Plan must contain strategies and action steps involving parents in improving student performance as well as planning, implementing, and evaluating the Schoolwide Program.

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Data Driven Decision-Making	Multiple measures should be used to assess and evaluate student achievement and school performance.

Identifying Data Sources

Quantitative Data	Sources
Student achievement results <ul style="list-style-type: none">• Grades• Performance on state assessments Enrollment count Attendance rate Disciplinary incidences Dropout rate Graduation rate Demographic statistics	Report cards Transcripts Office referrals School and district records Census Records from local, state, and federal organizations
Qualitative Data	Sources
Attitudes Beliefs Feedback Feelings Perceptions	Surveys <ul style="list-style-type: none">• Staff• Student• Parent• Community Community forums Committee meetings Town hall meetings

Forms of Data Sources

Comprehensive Needs Assessment	<ul style="list-style-type: none">• Determines the areas of strength, growth, and improvement in the school.• Validates prioritization of needs.• Guides the setting of Schoolwide SMART Goals, strategies, and action steps.• Establishes targeted objectives.
Screening Assessments	<ul style="list-style-type: none">• Measures students' basic skills and abilities as well as background knowledge.• Defines the skills and abilities of the student population.• Assesses the skill level of students without any academic progress reports who enroll in a school.
Standardized Assessments	<ul style="list-style-type: none">• Provides thorough analysis of the effectiveness of education programs.• Determines whether students are meeting or exceeding state academic standards.• Measures student achievement for subgroups.• Compares student achievement and school progress against standard benchmarks and other schools.
Dynamic Assessments	<ul style="list-style-type: none">• Allows for individualized, classroom, and grade level measurement of student achievement and progress.• Provides feedback on teacher's effectiveness in the classroom.
Formative Assessments	<ul style="list-style-type: none">• Determines whether students are meeting grade level and subject-matter academic standards and benchmarks.• Guides decision making regarding instructional methods and professional development.
Summative Assessments	<ul style="list-style-type: none">• Provides final determination whether the school is meeting their target objectives and determines creation and modification of future goals.
Surveys	<ul style="list-style-type: none">• Provides affective assessment of stakeholders' perceptions of the school.

How Data Is Used

Districts

Use information provided from assessments and surveys to determine needs, to target resources, to gauge the current state and status of the LEA and its schools, and to ensure all students are receiving the quality, effective education they deserve.

Schools

Use information provided from assessments and surveys to determine needs, measure student achievement and progress, to select appropriate professional development for teachers to meet the needs of all students, and to gauge the climate of the school based upon the feedback from all stakeholders.

Teachers

Use information from assessments and surveys to make informed decisions regarding classroom instruction, to have a better understanding of the skills and abilities of their students, and to evaluate their own skills and effectiveness as a professional educator.

Parents

Use information provided from assessments and surveys to monitor the progress of their student, to have a clear and honest perspective of how their child's school is performing, and to provide input and reasons regarding decisions made at the school.

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Coordination and Integration of Federal, State, and Local Services and Programs	Schools are expected to use the flexibility available to them to integrate services and programs to upgrade the entire educational program and help all students meet and exceed levels of achievement. (Schoolwide 3)